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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 2 and 3, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of East High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Robyn Roberts is commended.

The staff and administration are congratulated for the generally fine program being provided for East High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of East High School.

Steven O. Laing, Ed.D.
State Superintendent
of Public Instruction

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Kathleen Christy	Area Director

EAST HIGH SCHOOL

ADMINISTRATION AND STAFF

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 Ken Jones..... Assistant Principal
 Mike Sadler..... Assistant Principal

Counseling

Gil Alvarez (Sj-Z) Counselor
 Mary Ellen Rich (N-Si) Head Counselor
 Tony Casillas (J-M)..... Counselor
 Susan McKelvey (A-C) Counselor
 Mark Unruh (D-I)..... Counselor
 Abby Dean Social Worker

Support Staff

Campus Monitor Bob Lewis Viliami Palauni Child Nutrition Jana Cruz Janet Clark Gloria Cortes Ruth Flores Melanie Hoyt Amalia Manzano Adelaida Martinez Maria Rocha Ashley Werner Computer Tech Kenneth Kapptie Vaughn Call Copy Center/Preschool Asst. Leilani Tuikolovatu	Custodial Erik Adams Robin Anderson Kevin Johnson Printess Fitzgerald Juan Garcia Dustin Heath Bertha Ibarra Manuel Martinez Linwood Murphy Mark Newman Joel O'bray Mark Lucas Ernest Pulliam Andrew Reeve Heber Stohel Jason Woodward Library Assistant Carolyn Stransky	Office Assistants Pamela Cooke (Student Services) Patrick McShane (Counseling) Lisa Neiman (Counseling) Laura Zurligen (Main Office) Resource Office Andrew Oblad Secretaries Sandra Bosh Diane Fetherston Darla McIver Sherry Powell Carolyn Smith Kathy VanOrden Joanne Willis Linda Wood	Special Ed. Asst. Diane Cartter LeeAnn Cotter Renee Elinkowski Rachel Henderson Melissa Jefferson Kathleen Johnson Kevin Kingdon Heather Latimer William Pearson Mariek Petion Marion Rapp Blake Ridgeway Hillary Stephenson Jeanne Thornton Stacy Trexler Jamie Vigil April Winter Tutor (Math) Elyse Woodbury
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EAST HIGH SCHOOL

MISSION STATEMENT

The mission of East High School is to enable all students to reach their maximum potential through:

1. A well rounded curriculum, emphasizing life skills and academic achievement to prepare students in setting and achieving their current and future goals.
2. A safe, caring environment that promotes mutual respect, valuing of diversity, and acceptance of responsibility.
3. A spirit that creates an enthusiasm for lifelong learning.

BELIEF STATEMENTS

East High School exists to provide a complete education to all of its students and thereby promote their intellectual, social, career, personal and ethical growth and development.

A complete education is an inalienable right of all persons and is designed to produce a whole person, well equipped to function in an increasingly complex world.

In pursuit of the above ideals, we regard a firm foundation in the “basic” as essential. These include competency in reading, writing, and speaking the English language; fundamental mathematical skills; and basic scientific principals. These “basics” unto themselves are, however, not enough. In addition, each student is expected to develop:

- An appreciation of the heritage of American democracy and responsibilities in sustaining this form of government.
- A sense of aesthetic appreciation.
- Social and vocational skills necessary to operate successfully in our culture.
- Physical, emotional, and mental health and an understanding of oneself, including abilities and limitations.
- An ability to think constructively and evaluate critically.
- A spirit of inquiry and practical ability to obtain information from a variety of sources.

We recognize the inherent worth and individuality of each person. We believe the school should challenge its students to excellence through a broad range of options and activities matching the skills and interests of our students.

We foster the growth of a cooperative relationship among all students and a respect for the rights and sensitivities of others. We believe in equal opportunity for all students. It is our belief that the social growth and development of an individual, and as a part of society, are vital both to the individual, and to society.

East High School recognizes that in order to achieve its fundamental goal of providing a complete education for all students, a trusting and cooperative relationship must exist among staff, students, and parents. It is our belief that confidence in public education is enhanced when parents and students are involved in school functions and in

decision-making processes. East High School fully subscribes to the concept of shared governance as practiced in the Salt Lake City School District.

MEMBERS OF THE VISITING TEAM

Gloria Merrill, Murray High School, Murray School District, Visiting Team
Chairperson

Julie Decker, Churchill Junior High School, Granite School District

Vicci Gappmayer, Wasatch High School, Wasatch School District

Charles Horton, Taylorsville High School, Granite School District

Mary Lane, Bonneville Junior High School, Granite School District

Thomas Price, Kearns High School, Granite School District

Lisa Tonge, Bonneville Junior High School, Granite School District

VISITING TEAM REPORT

EAST HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

East High School has been in operation since 1914, which brings a history of rich traditions to the school environment. Many parents and grandparents of the students attended East High School themselves. East High School has a distinguished faculty, which has received numerous awards and honors for their commitment to education.

Boundary changes in 1988 created a diverse school community that draws students from east to west in a narrow strip across Salt Lake City. There are 2,062 students in grades nine through twelve, with 35 different languages spoken by students at East High School. The academic programs at East High School are varied and diverse. There are also a variety of extracurricular activities, fine arts events, and social events that help students identify with their school.

The majority of students are Caucasian, and 36 percent of the students at East High School are ethnic minorities. A high proportion of minority, special education, and ELL (English Language Learner) students fail to earn a high school diploma.

East High School operates under the leadership of shared governance. There have been four new principals in the past five years. The school participates in the Annenberg Challenge Grant. There is a strong sense of community, with many opportunities for parent involvement.

a) *What significant findings were revealed by the school's analysis of their profile?*

East High School views itself very positively; students are proud of their school and teachers feel that they make a difference in the lives of students. The Visiting Team found that East High School did a thorough job of identifying the strengths, limitations, and challenges of the school. The data provided clearly indicates that many ninth graders fail academic classes, that minority students fail at a much higher rate than Caucasian students, and that East High School scores below the state average on the Utah Basic Skills Competency Test. East High School compared data on GPAs among racial/ethnic groups, free/reduced-price lunch recipients, and ELL and special education students.

Developing the school profile promoted dialogue and collaboration among the faculty, staff, and parents. East High School recognized the need to implement professional development opportunities to help the staff meet the needs of all students.

- b) *What modifications to the school profile should the school consider for the future?*

Parent/student/staff surveys were given, but the school did not identify the strengths and limitations from this data. East High School's data adequately answered the questions concerning who is learning and who is not learning. However, the next step would be to answer the question, "Why are students not learning?" The Visiting Team would suggest a that closer look at standardized testing data could help answer this question.

The school profile should guide school improvement efforts. In addition, the information gathered from the profile should determine the desired results for student learning (DRSLs) and the action plan.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Interviews with parents, students, and staff members made it clear that the entire school community was invited to participate in the accreditation process. The school participated in the School Leadership Team training and Visiting Team training provided by the Utah State Office of Education. It was evident that the self-study process improved collaboration and collegiality among East High School staff members.

East High School began the self-study process as part of the Annenberg project. However, Annenberg did not involve all staff members. During the 2002-2003 school year, the self-study process became a major focus of faculty meetings, School Community Council meetings, and Continuous School Improvement Committees. This is a two-year process, and it is evident that, with additional time, East High School will be able to consolidate and refine its school improvement plan.

While a tremendous amount of self-study has been done, the process is incomplete. East High School chose not to use focus groups or the rubrics provided by NSSE. Instead, they used a fairly complicated system of existing committees to conduct the self-study work for accreditation.

The departmental analysis of instructional and organizational effectiveness was also incomplete. The Visiting Team would recommend that East High School use the "Essential Questions for Departmental Analysis" to guide their departmental self-study in the future and decide how areas of concern will be addressed.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

East High School's self-study is absolutely honest about the school's strengths and limitations. The principal is to be commended for her leadership in getting the accreditation process refocused and on track in a very short time. If she is given another year at the helm, the Visiting Team expects that the areas of concern will disappear under her leadership.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

East High School's desired results for student learning are as follows:

- | | |
|---|-----------------------------|
| A. Contributors to the Community | E. Effective Communicators |
| B. Complex Thinkers and Problem Solvers | F. Self-Directed Learners |
| C. Quality Workers and Producers | G. Appreciators of the Arts |
| D. Healthy Individuals | |

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The East High School mission statement provides a purpose and direction for the school. It focuses on student learning and a safe, caring environment as top priorities for the school.

During the 2002-2003 school year, East High School revisited the school's mission statement, which was presented to the school's CSI and SCC committees and to the faculty members for discussion, revision, and approval. However, there appears to have been little or no student involvement in the discussions about the mission statement.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The administration and staff at East High School are very committed to student achievement and success. East High School believes that a complete education is

an inalienable right of all persons, and that students should have a firm foundation in the “basics” of education.

The mission statement describes the purpose and direction for the school. The school's beliefs are comprehensive but do not address some of the key issues pertinent to decision-making and policy development. The Visiting Team noted that many of the belief statements seem to reflect learning outcomes rather than an expression of common beliefs. The Visiting Team would suggest that East High School revisit the belief statements.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The CSI committee proposed that East High School adopt the same six DRSLs as Salt Lake City School District. After faculty discussion, one additional DRSL was added: Appreciators of the Arts. Most of the DRSLs reflect the school's priorities for improving student learning. However, some of the DRSLs are not measurable and could not be attained within a reasonable time line.

The Visiting Team recognizes a connection between the mission statement and DRSLs in the areas of life skills, academic achievement, and lifelong learning. East High School may want to continue discussions about developing ways to teach and assess the DRSLs in the classroom, and how to address the implementation of the DRSLs as a part of the school's action plan.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The teachers at East High School are familiar with the State Core Curriculum. The English Department met last summer to begin developing a standards-based curriculum. Essential knowledge and skills in each subject area are not clearly identified or prioritized. There is evidence that teachers in some departments are collaborating to align curricula to ensure that students are taught the same curriculum regardless of which teacher they select for the course. There is evidence of cross-curricular teaming. However, there is a lack of evidence that there is a schoolwide plan for horizontal or vertical alignment of curricula. Such a plan could ease the concern expressed by some staff members that less student learning is taking place since the implementation of the block schedule.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Students and parents expressed appreciation for the preparation students are receiving at East High School. The school offers a wide range of quality class offerings to meet the needs of the diverse population. There is obvious support from the administration for the use of data; however the Visiting Team could not find a clear, direct link between curriculum planning and the desired results for student learning. Each department's teachers are encouraged to collect and study data related to their department so the curriculum can be updated and modified as needed. This will also allow dated, irrelevant, ineffective, and/or non-research-based aspects of the curriculum to be eliminated.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Through observation and staff/student interviews, it is evident that the majority of the staff is interested in learning about and implementing "best practices" that actively engage students in meaningful learning experiences. Conversations with students revealed that they are most satisfied with their learning experiences when they are actively involved in the learning process, and that extensive lecture and videos were among their least favorite and most boring learning experiences. Student and parent discussions with the Visiting Team indicated that many teachers have adjusted to the block schedule well, but some have not and are not fully utilizing the allotted time. The block schedule issue is diverting the focus from student achievement and school improvement.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The Visiting Team was impressed with the dedication of the teaching staff and observed sound instructional strategies, such as partnering, jigsaws, hands-on activities, journal writing in content areas, student presentations, the inquiry method, creative brainstorming, and student-generated PowerPoint presentations. The Visiting Team would like to commend the staff for their willingness to join in the "critical friend" discussions, and would encourage schoolwide discussion of best practices such as Socratic seminars, cooperative learning, critical thinking strategies, project-based learning, etc.

East High School should move quickly to expose all special education students to the regular curriculum. In an age of inclusive classrooms and higher academic demands on all students, all teachers need to utilize instructional strategies (e.g., layered or differentiated curricula) that can assist not only students with learning disabilities, but all students in their classrooms.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

It was clearly evident from discussions with students that the faculty is very willing to spend time before school, during lunch, and after school to assist students who want tutorial services. The Visiting Team also observed activities going on beyond the confines of the classroom in several departments. Of particular note is the excellent after-school program that offers free tutoring as well as remediation courses. Additionally, there is a myriad of extracurricular activities that support student learning.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

East High School's DRSLs and mission statement *begin* to address expectations for student achievement. However, schoolwide performance standards do not appear to be fully developed. As a result of multiple classroom observations and conversations with multiple stakeholders, the Visiting Team determined that schoolwide assessment design is primarily left to the district or state. Most faculty members work independently, developing tests to establish students' grades rather than working collaboratively within their department to measure the degree of learning in the classroom by each student.

The Visiting Team would like to encourage East High School to define expectations for student achievement and develop performance standards.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The school administration and faculty might consider an examination of classroom assessment practices and engage in discussion regarding what additional practices might be developed to assure the assessment of student learning and understanding.

Many teachers mentioned that the English Department met and aligned their curriculum and expectations this summer. Each department could create a common assessment for semester and end-of-year measurement. Analysis of this data could be used to improve curriculum and instruction.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Both parents and students expressed concern that too many students are failing at East High School. The information in the school profile supports the parents' and

students' perception. The administration and faculty agree that further study needs to focus on solving this problem.

Students expressed the perception that teachers are not consistent in grading practices. For example, if two teachers are teaching the same subject, a "C" grade in one teacher's class may not represent the same level of understanding of the core standards as a "C" in the other teacher's class.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Since East High School has had four principals in five years, the current administration has not had the opportunity to guide many of the school improvement decisions. However, East High School has maintained a climate in which students feel valued and important.

The current administration recognizes the need for continuous school improvement and has earned the respect and support of the staff and community. The administration embraces site-based decision-making and accepts that teachers and community members are empowered to co-govern the school.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

Most decisions at East High School are aligned with the school's beliefs, mission, and goals. The school improvement process involved all stakeholders. For example, a "data day" was held so the staff and parents could review data gathered and help in determining the DRSLs. As the leadership team and staff continue to study data, that data may provide the school with information that will help to determine future goals that affect the instructional program, including the needs of diverse learners.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

East High School has not developed a comprehensive assessment system. This might be a good area of focus for future staff development. Recent research should be studied to help the administration determine which direction to go. In addition to standardized tests, departments should scrutinize student work and develop appropriate common assessments.

The Visiting Team is confident that the school has the leadership needed to build a comprehensive assessment system over the next six years.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The Visiting Team compliments the leadership team on their united effort in providing skillful stewardship. It is obvious that the facility is well-maintained and that the students, staff, and community support and admire the administration's efforts. East High School has established the process for collaborative decision-making and routinely seeks input from key stakeholders. However, the Visiting Team would suggest that the leadership team approach the existing committees for suggestions on ways to streamline the decision-making process at East High School.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The staff was complimentary of the leadership team for being financially supportive of their ideas. However, the school has not had sufficient time or opportunity to incorporate the school's DRSLs into the decision-making process. The DRSLs are fairly new to the school and require some refinement before they are ready to become institutionalized.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

East High School has an impressive sense of commitment, participation, collaboration, and shared responsibility for student learning among the faculty, staff, and community.

The school should be commended for its efforts to involve all of the community in the education process. For example, the school newsletter is translated into Spanish, the students hold activities away from the school to improve attendance, and parents in leadership positions have given special invitations to the parents of minority students.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team compliments East High School for developing a positive atmosphere and strong sense of community among students, staff and parents. However, students and support staff indicate that they were either not invited to, or chose not to attend, discussions on improving the working relationships within the school.

The Visiting Team found evidence, through classroom visits and discussions with various committee members and individual students, that the school creates and sustains a learning environment for students that nurtures a sense of caring and belonging. Tutoring offered by many teachers adds more evidence for this fact.

The Visiting Team found that the school community has established several collaborative and interdependent teams (CSI, SCC, SIC, etc.) to achieve school goals.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The Visiting Team found evidence of extensive involvement of parents on various committees and that the school successfully engages many parents as partners in the learning process. The school recognizes the need to engage parents from all cultures in these organizations and has a plan in place for engaging them in the future.

The Visiting Team found the school supportive of collegial working relationships across the K-16 levels of education by their extensive involvement with many community groups (e.g., museums, University of Utah, performing arts groups).

The Visiting Team did not find evidence that the school fully develops or supports collaborative networks of support with some community members, including clergy, government leaders, and business leaders.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The Visiting Team found little or no direct support for school improvement or professional development evident in the school's organizational system and

culture. The lengthy process of shared governance seems to prohibit the principal from making decisions quickly enough to provide timely school improvement and professional development for the staff in today's rapidly changing world.

Through discussions with various stakeholders, the Visiting Team found that professional development programs provided for the entire staff are in the infancy stage. It is suggested that the staff could come together at least once per month for training. Departments could work together at least once per month on instructional strategies, assessment, curriculum design and alignment, etc. In addition, cross-curricular conversation groups (such as Annenberg) should include all faculty members in "best practices" conversation.

Having regular professional development programs can be very effective in facilitating the acquisition of new knowledge and skills.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

It is evident that the school administration is aware of the need to offer additional opportunities for professional development. East High School offers a positive and nurturing culture for both staff and students. The staff is excited to move forward under the direction of the new principal.

The Visiting Team discovered that there are so many committees heading in different directions that many staff members ignored the information produced by the committees responsible for implementing school improvement initiatives. Sometimes a committee may get sidetracked on issues unrelated to the school's goals for improvement. An example of this is the continued discussion against the district-mandated block schedule.

CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES (NASCU) STANDARDS I-X

Standard I – Educational Program

This standard is met. East High School has a clearly defined mission, and the policies and procedures of East High School ensure that students are receiving an appropriate educational program.

Standard II – Student Personnel Services

This standard is met.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

This standard is met based on an appeal meeting held on November 28, 2002. There are two teachers with expired licenses and three under-qualified teachers who lack the proper endorsement.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is not met. Ten teachers have excess loads.

Standard X – Activities

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

East High School's objectives should be refined into three or four action steps that address student achievement gaps revealed through the profiling process. Action

steps should be clearly defined and connected to the desired results for student learning.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

It was evident to the Visiting Team that the administration and staff are committed to school improvement. The administration is united, and the staff supports their efforts to improve student learning at East High School. However, the school needs to unite in focusing all efforts on three or four action steps.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The administration and the leadership team understand the school improvement process as outlined in the accreditation training, and the Visiting Team believes East High School will modify its action plan and find success in its implementation.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS

Commendations:

- The administration and staff of East High School clearly know who they are, as well as where they are in the school improvement process. The Visiting Team commends the staff on their absolute honesty in their self-study process.
- East High School has a very committed, cohesive staff with many veteran master teachers who bring great strength to the school.
- Students, staff, and community members embrace the diversity at East High School and have worked collectively to develop a warm, comfortable school climate.
- The staff of East High School are to be commended for their continued efforts and dedication, past and present, in keeping the momentum of continuous school improvement going through several changes in the school's administration.
- The parents of East High School are to be commended for their willingness to be involved, their caring and supportive attitude, and their contributions to the improvement process.

Recommendations:

- It is recommended that East High School begin a regular staff development program that would include all faculty members and emphasize one area for an extended length of time (e.g., curriculum development, assessment, instructional strategies).
- The Visiting Team recommends that East High School study the possibility of consolidating the leadership committees to make it easier to achieve progress in school improvement.
- The English Department has taken the lead in curriculum alignment. The Visiting Team recommends that the other departments at East High School familiarize themselves with the State Core and commence the process of horizontal alignment of the curriculum. This process would also include improvement and alignment of assessment.
- The Visiting Team recommends that the School Improvement Plan for East High School focus on student learning. Student learning should be the focus of faculty meetings, department meetings, and School Community Council meetings.
- The staff and administration of East High School critically analyzed their data and identified that there is a gap in learning for certain populations. The Visiting Team recommends that this problem be specifically addressed in the school's action plan.